

LEAVELLE-McCAMPBELL MIDDLE

82 Canal Street
Graniteville, South Carolina 29829

GRADES 6-8 Middle School

ENROLLMENT 445 Students

PRINCIPAL Barry Pitts 803-663-4300

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	12	22	11	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

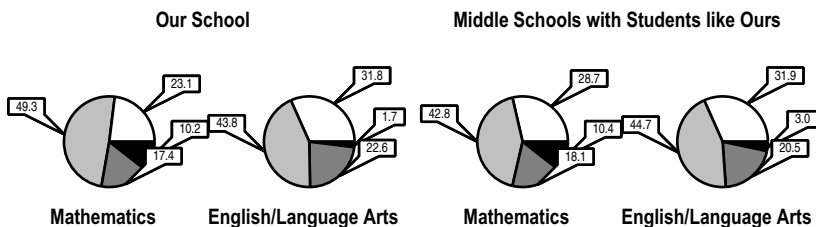
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	439	97.7	31.5	44.0	22.8	1.8	36.3	Yes	Yes
Gender									
Male	225	97.3	38.5	42.9	18.0	0.5	29.8		
Female	214	98.1	24.1	45.1	27.7	3.1	43.1		
Racial/Ethnic Group									
White	324	98.2	27.4	45.6	25.0	2.0	39.5	Yes	Yes
African-American	101	97.0	47.3	35.5	16.1	1.1	23.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	10.0	70.0	20.0	0.0	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	385	97.7	29.3	44.8	23.9	2.0	38.0		
Disabled	54	98.2	48.9	37.8	13.3	0.0	22.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	439	97.7	31.5	44.0	22.8	1.8	36.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	439	97.7	31.5	44.0	22.8	1.8	36.3		
Socio-Economic Status									
Subsidized meals	243	96.7	38.9	46.0	14.2	0.9	25.6	Yes	Yes
Full-pay meals	194	99.5	23.3	41.8	32.3	2.6	48.1		

Mathematics - State Performance Objective = 15.5%									
All Students	439	97.7	22.8	49.5	17.5	10.3	40.5	Yes	Yes
Gender									
Male	225	97.3	23.9	51.2	12.7	12.2	36.6		
Female	214	98.1	21.5	47.7	22.6	8.2	44.6		
Racial/Ethnic Group									
White	324	98.2	18.6	49.7	18.6	13.2	45.3	Yes	Yes
African American	101	97.0	36.6	47.3	14.0	2.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	10.0	70.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	385	97.7	19.2	50.7	18.6	11.5	43.7		
Disabled	54	98.2	51.1	40.0	8.9	0.0	15.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	439	97.7	22.8	49.5	17.5	10.3	40.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	439	97.7	22.8	49.5	17.5	10.3	40.5		
Socio-Economic Status									
Subsidized meals	243	96.7	29.9	51.2	15.2	3.8	28.0	Yes	Yes
Full-pay meals	194	99.5	14.8	47.6	20.1	17.5	54.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	96.6	44.2	34.0	20.5	1.3	21.8
	Grade 7	163	93.3	28.3	54.3	16.7	0.7	17.4
	Grade 8	167	95.8	32.4	48.6	17.6	1.4	18.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	98.6	44.1	35.3	17.6	2.9	20.6
	Grade 7	148	98.0	29.7	45.7	23.2	1.4	24.6
	Grade 8	148	96.6	23.9	53.6	21.7	0.7	22.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	96.1	22.8	44.9	22.8	9.5	32.3
	Grade 7	163	95.1	40.1	43.7	12.7	3.5	16.2
	Grade 8	167	97.6	24.5	58.5	14.3	2.7	17.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	98.6	19.1	44.1	23.5	13.2	36.8
	Grade 7	148	98.0	25.4	42.0	20.3	12.3	32.6
	Grade 8	148	96.6	28.3	60.9	6.5	4.3	10.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 445)				
Students enrolled in high school credit courses (grades 7 & 8)	47.5%	Up from 30.4%	12.9%	14.6%
Retention rate	3.3%	Up from 2.5%	3.2%	3.0%
Attendance rate	95.4%	Up from 94.3%	95.7%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.2%		6.1%	5.3%
Eligible for gifted and talented	21.9%	Up from 17.5%	16.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 10.6%	14.9%	13.9%
Older than usual for grade	4.9%	Down from 5.8%	4.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	34.5%	Up from 34.4%	45.1%	48.7%
Continuing contract teachers	93.1%	Down from 93.8%	84.8%	81.7%
Highly qualified teachers**	87.0%	N/A	92.3%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.9%	5.3%
Teachers returning from previous year	91.1%	Up from 87.5%	86.1%	85.1%
Teacher attendance rate	94.3%	Down from 94.4%	95.0%	94.8%
Average teacher salary	\$39,480	Down 5.3%	\$40,041	\$40,566
Prof. development days/teacher	5.0 days	Down from 9.5 days	11.2 days	11.0 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	3.3
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.9 to 1	20.3 to 1	21.3 to 1
Prime instructional time	88.7%	Up from 87.3%	89.0%	89.3%
Dollars spent per pupil*	\$5,897	Down 0.1%	\$5,715	\$5,821
Percent of expenditures for teacher salaries*	60.8%	Down from 61.4%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.1%	Up from 77.3%	95.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year has been one filled with intense concentration on the PACT testing. By using Title I monies to reduce class size in our English/Language Arts classes, we hope to improve our Test scores in that area. Our math PACT scores have been on the rise and we are working to keep the good results for next year.

Title I monies were also used to purchase voice-mail to facilitate better communication between the school and our parents/guardians. A new parenting room has been established in our lobby for parents to enjoy when visiting the school. This new parenting center will also be used for a more "relaxed" conference center for parents and teachers and others.

Under the guise of character education, the school has developed a Legacy program for our students to provide scholarships for them upon graduation from high school. This program includes service learning, volunteering, community service and peer tutoring to name a few of its components.

Our PTO has been very active this year with several landscaping and beautification projects for our campus. They have also contributed portable basketball goals for our students.

In closing, it should be noted that 100 per cent of our Algebra I students passed the State's End-of-Course Test. Additionally, six students had a scaled score of 100 per cent! We are proud that Leavelle is moving in the right direction for our students.

Respectfully,

Barry Pitts
Principal

Glenn Sanders
SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	129	54
Percent satisfied with learning environment	60.0%	72.1%	79.6%
Percent satisfied with social and physical environment	68.4%	70.1%	64.8%
Percent satisfied with home-school relations	47.4%	81.1%	52.8%

*Only students at the highest middle school grade level at this school and their parents were included.